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"Definitions and Objects" and on "The Nature of Mathematics" make clear the divergence of opinion among scholars as to what the word "mathematics" really connotes. The lay reader will probably find the chapters on "The Mathematician," on "Persons and Anecdotes," on "Mathematics as a Fine Art," and on "Mathematics as a Language" of greatest interest. Chapters are devoted to each of the larger divisions of mathematics, arithmetic, algebra, geometry, and the calculus, and the book closes with a chapter devoted to "Paradoxes and Curiosities" for which DeMorgans' inimitable *Budget of Paradoxes* is freely drawn upon.

Quotations from the writings of Euclid are of course out of the question, but opinions concerning the great Greek geometer are given in abundance. Plato, Seneca, and Plutarch are represented, and after reading the quotation from Weierstrass affirming that "the mathematician who is not somewhat of a poet will never be a perfect mathematician," we are not surprised to find quotations from Shakspeare, Goethe, Wordsworth, and Schiller.

On the whole, good judgment has been exercised in the selection of material, though it may be questioned whether the mere phrase-maker has not received too much attention and the creative scholar too little. For example, barely five quotations are taken from the works of the late Henri Poincaré, who was not only one of the "major prophets" of his generation, but also the author of a series of volumes singularly rich in quotable material relating to the wider aspects of science.

While great pains have been taken to indicate sources, for some of the translations the reference is to the medium of publication for the translation with no mention of the original source. This omission is scarcely fair to the author of a paper like Hilbert's "Mathematical Problems" which was originally delivered before the International Congress of Mathematicians at Paris in 1900, but is credited to the *Bulletin of the American Mathematical Society* in which Mrs. Newson's translation appeared in 1902.

Quotation No. 124 is erroneously attributed to Charles Wesley Young instead of to John Wesley Young.

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The General Education Board. New York: Published by the Board, 1915. Pp. 240.

The General Education Board has for twelve years been exercising a great influence in American higher education. In the first place, it has contributed directly to the maintenance of a number of colleges and universities. All of these contributions have been made in such a way as to stimulate the accumulation of additional funds. The Board points, therefore, with justifiable pride to the fact that it has secured for colleges and universities funds totaling millions of dollars.

Furthermore, the Board has exercised a very large influence in the organization of secondary schools in the southern states. Each of the states has been encouraged to appoint one or more officers whose salaries have been supplied by the General Education Board. These men have inspected the secondary schools and have stimulated their organization. In some cases the independence of these officers from local influences has been of the highest importance. They have had the boldness to expose conditions which were unfortunate and to criticize institutions which a local officer would have found it difficult to describe with any degree of freedom.

Beyond these two lines of work which have been described, the General Education Board has done much for the life of the community as a whole in that it has stimulated activities which are entirely outside of the ordinary school. It has developed, especially in the South, experimental farming and boys' and girls' clubs for raising corn and canning tomatoes. It has in this way reached the very roots of the social difficulty in the South where a highly developed, intellectual training is not so important as an improvement of economic conditions.

Most of these agricultural experiments were carried on under the form of activities of the agricultural development of the United States government. Since the federal government took over this work, the General Education Board has extended its activities into some of the northern rural states, and is at the present time engaged in encouraging rural education, especially in Maine and New Hampshire, where it has a number of demonstration centers.

As one passes in review the various productive activities of the General Education Board, he finds it difficult to overlook some of the other contributions which the Board might have made during the period. In the first place, the Board now presents its first report to the public. This contains nothing but the barest outlines of its policy or its financial transactions. The policy of a board of this sort is so significant to the country at large and its financial transactions are so much a matter of public interest that it seems desirable for the Board to keep in constant contact with the country through a detailed and complete statement of its doings. The unrest which is felt with regard to the influence of these great foundations can in no way be more completely allayed than by reports that shall give in the most explicit fashion an account of all of the doings of these great sources of influence.

One reads between the lines in this report a clear conviction that education needs some form of reorganization, and that emphasis, certainly in many districts of the United States should be laid upon an intelligent organization of industrial education. There can be nothing but agreement with this general doctrine. On the other hand, the working out in detail of the principles which shall realize this demand and make for improved industrial education is one of the largest problems which confronts American educators, and it is desirable that the views of any influential organization should be submitted explicitly and in detail to the broadest criticism.

The report in hand has one great virtue. It is written in a form which will appeal to the ordinary reader. The common form of reports is such as to repel everyone except the technical student. On the other hand, the technical student of reports will feel that the present report is not sufficiently explicit or detailed to make it possible for him to write the history of the General Education Board as a part of the American educational system. He will feel, perhaps more than do the officers of the Board, the importance of supplementing the present statement with much material which is not now easily accessible.

C. H. J.

The Discipline of the School. By FRANCES M. MOREHOUSE, of the Illinois State Normal University. With an Introduction by LOTUS D. COFFMAN, Professor of Education in the University of Illinois. Boston, New York, Chicago: D. C. Heath & Co., 1914. Cloth. Pp. 360. \$1.25.

In an older day, writers on school discipline based their treatment on the doctrine that the child is by nature inclined toward evil, and that he can be got to follow paths of rectitude only by constant urging and much coercion. But during the last fifty years or so, particularly in our country, there has been constant relaxation of this rigorous attitude until now it is almost entirely abandoned and in its place has come the view that the child's impulses are wholesome and useful, and he ought to be given freedom to do about as he chooses. Most people today seem to have a very tender feeling for childhood. They cannot bear to see a child suppressed in any of his tendencies. The Montessori philosophy has captivated our people largely because it gives prominence to the plan of complete freedom and spontaneity for childhood. Coercion appears to be abhorrent to most of those among us who are expressing themselves regarding the training of the young.

The present volume is an exception to the tendencies of the hour in that it inclines rather toward the rigorous than the sentimental attitude in the discipline of pupils. While the author does not at any point say whether or not she believes an individual is born in original sin, yet it is probably a safe inference from what she does say that she thinks he brings with him into this world certain impulses which have been bequeathed to him by his ancestors, and which strive vigorously for expression under present-day social conditions. But the social situations existing when these impulses were established were so different from the social situations today, that if these impulses be freely expressed they will create ethical and moral havoc. Therefore effective discipline will require a certain amount of coercion, both in a negative way in compelling a pupil to restrain some of his impulses, and in a positive way in urging him to perform activities which are made desirable because of his relations to his fellows. At the same time, this book gives a dominant place in